

# WEEK TWO

## SELF DISCOVERY



“Get to know yourself and others.”

WEEK 2			
MONDAY	TUESDAY	WEDNESDAY	THURSDAY
<b>Review Homework</b>  <b>Thought for the Day</b> <i>(see Lesson 2)</i>  Lesson 10. <b>Learning Styles</b> <i>Handouts:</i> • Learner Note Taker  Lesson 11. <b>The Writing Process</b> <i>Handouts:</i> • Learner Note Taker • EFF Standard <i>Convey Ideas in Writing</i> • The Writing Process • Logic Tree and “Hamburger” story examples • Logic Tree form  <b>Homework:</b> Watch the World News	<b>Review Homework</b>  <b>Thought for the Day</b>  Lesson 12. <b>Johari Window</b> <i>Handouts:</i> • Learner Note Taker  Lesson 13. <b>Listen Actively</b> <i>Handouts:</i> • Learner Note Taker • EFF Standard and Strategies of <i>Listen Actively</i> • EFF Standard <i>Listen Actively</i>  <b>Homework:</b> Listen Actively	<b>Review Homework</b>  <b>Thought for the Day</b>  ACTIVITY: <b>TABE Complete Battery</b> <i>(completion)</i>  ACTIVITY: <b>TABE Review</b>  <b>Homework:</b> Independent Study in Workbooks	<b>Review Homework</b>  <b>Thought for the Day</b>  Lesson 14. <b>Note-Taking Skills</b> <i>Handouts:</i> • Cornell Note-Taking form  Lesson 15. <b>Research Project</b> <i>Handouts:</i> • Student Note Taker • EFF Standard <i>Learn Through Research</i> • Goals Worksheet  <b>Weekly Review</b> <i>(see Lesson 9)</i>  <b>Homework:</b> Begin working on presentation using the Writing Process  <b>Graduation Day</b> <i>(Lesson 27 can be used here if students enter every two weeks.)</i>

# Learning Styles

**Overview:** This lesson introduces the concept of Learning Styles. Learners will take a very simple assessment to identify their learning style preference. The learners will discuss the results, their style, and their classmates' styles. The lesson will finish with a brief introduction of a more comprehensive inventory available on the World Wide Web.

**Educational Goal:** The goal of this lesson is for each learner to understand her particular learning style and the value of that knowledge.

**Objectives:** The learner will:

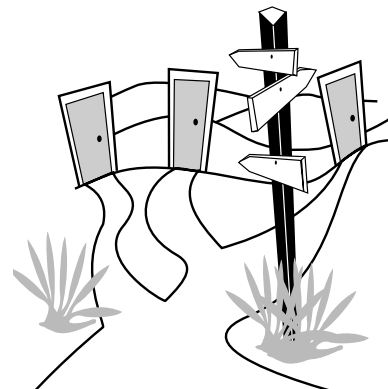
*Cognitive:*

- Identify his or her particular learning style.
- Explain how this style can help to improve the learning process.
- Discuss learning styles as it can relate to his or her family, work, and in the community.

*Affective:* — Respond to the value of knowing her learning style.

**Skill Standard Connections:** The learner's knowledge of her learning style preference will provide a powerful tool to guide her learning. Learners will be able to use this knowledge to adjust to specific learning situations to be successful. They will be able to pass this knowledge on to their family, co-workers, and friends in the neighborhood. This lesson has connections to the Tennessee KSAs – *Listen for Understanding* and *Self-Awareness* and the EFF Standards – *Take Responsibility for Learning, Reflect and Evaluate* and *Listen Actively*. (Appendix II)

**Teaching Strategy:** The strategy is to provide learners with insights into themselves. With this newly found knowledge learners become excited about learning a valuable tool that will help them in future situations. Have the learners take the *Barsch Learning Style Preference Form* to identify the specific learning style. Post each learner's style on the board and begin an open-ended discussion on the results. Lead the learners through three primary questions to refine their new knowledge to (1) meaning, (2) importance, and (3) useful applications. Complete the lesson by sharing Dr. Felder's *Index of Learning Styles (ILS)* categories. Ideally, you may find the time during the course to have the learners visit Dr. Felder's Web site to take the



**Time:** 1 hour

## Teacher Materials:

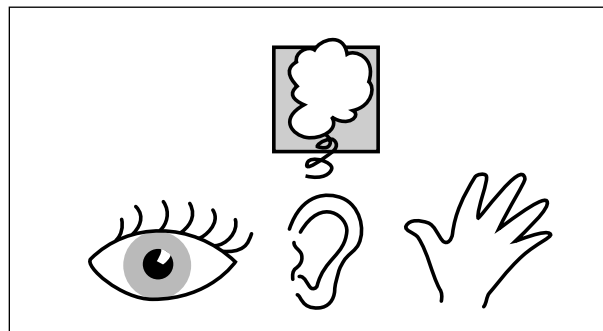
- *Barsch Learning Style Preference Forms* or similar inventories (Can be found on the Internet. Suggested site: [lac.smtc.net/LS/htm](http://lac.smtc.net/LS/htm))
- *Index of Learning Styles Inventory*. Web site: [www2.ncsu.edu/unity/lockers/users/f/felder/public/RMF.html](http://www2.ncsu.edu/unity/lockers/users/f/felder/public/RMF.html)

## Learner Materials:

- Pencil
- Learner Note Taker

## References:

1. Carole Carter and Sarah Lyman Kravits, *Keys to Success – How to Achieve Your Goals*, Prentice Hall, New Jersey, 1996.
2. Dr. Richard M. Felder and Barbara A. Soloman, *Index of Learning Styles (ILS)* Web site, North Carolina State University, June, 1999. ([felder@eos.ncsu.edu](mailto:felder@eos.ncsu.edu))



inventory. If they do, provide time to reflect and evaluate on this new knowledge.

### Teaching Tip



Begin each day with a review of the previous day's homework. Give 15-20 minutes to review the homework.

Then begin the "Thought for the Day." Give students time to answer the four questions. Then discuss the "Thought for the Day."

### Teaching Tip



Ask this series of questions or similar questions that helps the learner to express their ideas and opinions. Help the learners to listen to each other and identify commonalities and differences.

## Lesson Plan

**Homework Review:** The Communication Loop (in Appendix I)

### Thought for the Day:

**"I seem to have an awful lot of people inside of me."**

— *Edith Evans*

We all have different things that happen in our lives that create different feelings inside of us. Get to know yourself well enough that you can identify what you're feeling when you are feeling it. Learn to voice what you are feeling to share.

## Introduction

**Attention:** Let's take a look at our style. What is your style? What is your educational style? What type of learner are you? How do you learn best? What type of teachers or trainers do you learn best from?

**Motivation:** We all learn differently and we have our own particular style of how we learn best. This lesson will help you to understand the different learning styles and identify your style. It will also help you understand the styles of your classmates. You can use this insight to look at your family and their learning styles.

**Overview:** We will start this lesson by taking a learning style preference assessment. We will score the preference assessment and identify your learning preference. We will share our feelings about our style and see if the assessment is accurate.

## Body of Lesson

### Main Point 1: Learning Styles Preference

Okay, let's start by taking an assessment. This is no big deal. It is just a way to discover more about ourselves. Just relax and answer the questions as honestly as possible.

**VISUAL LEARNERS****The Observer**

- Watches what goes on; wants to see things
- Remembers visual images
- Likes shapes, colors, patterns, maps, pictures, diagrams
- Can recall words after seeing them
- Doesn't like lectures
- Daydreams – a word, sound, smell causes one to remember something, mind wanders
- Can describe the details of a scene very well

**The Reader**

- Would rather learn by reading, not listening
- Reads during free time; reading material always available
- Magazine subscriptions, book clubs
- Would rather see new information in print
- Studies by looking at text quickly
- Excellent memory of material that has been read
- Good at homework assignments
  - Prefers to study alone
  - Remembers addresses or phone numbers better if they see it in writing
- Likes to work on puzzles and workbooks

**AUDITORY LEARNERS****The Listener**

- Prefers lectures to reading assignments
- Good at remembering verbal directions and instructions
- Likes listening to stories, poems, music and tapes
- Does not like taking notes or writing things down
- Often repeats what has just been said—talks to self
- Talks “under breath”—no one else can hear
- Often moves lips while reading
- Likes to study with noise or music going
- Usually has a good “ear” for music
- Likes attending plays, music events

**The Talker**

- Would rather talk about ideas
- Often repeats or restates out loud what has just been said
- Ask immediately after an assignment is given, “What’s our assignment?”
- Remembers an address or phone number by saying it out loud
- Often needs to think out loud—thoughts must come out of mouth
- Needs a chance to think about what was learned
- Likes brainstorming
- Likes performing
- Likes social activities, parties

**TACTILE/KINESTHETIC LEARNERS****Tactile: Touching**

- A “toucher”; hugger
- In touch with self and feelings
- Needs to touch, handle, work with materials and objects—especially while studying or listening
- Good at drawing designs
- Often doodles while listening
- Often “hugs” self while listening or thinking—strokes hands or arms or clothing
- Likes computers
- Stands close during conversation
- Often adventurers, hikers, joggers

**Kinesthetic: Movement of Muscles**

- The “Doer”
- Needs to get up and move around often in order to understand information
- Reads with finger or a card under words, underlines
- Talks with hands, whole body
- Good at reading body language
- Likes charades, acting
- Good at sports, mechanics, using tools
- Nondesk types

**Teaching Tip**

Administer the Barsch Learning Style Preference or any learning styles inventory of your choice. Help the learners if they need it. While the learners are taking the assessment, create a results table on the board using the format at the right.

Learner's Name	Visual	Auditory	Tactile
Sarah	X		
Jane			X
Tonya			X
Stephen		X	
Ralph	X		

### Main Point 2: Reflect and Evaluate on the Learning Style Results

Now let's take a closer look at your results, using the charts and descriptions.

**Bottom Line:** The bottom line is to learn to use all three styles to understand information. Once we understand what our strength or preference is, we can begin to strengthen our weak areas in order to make ourselves stronger. Being able to interpret information in various styles gives us access and power to understand that information.

There are other learning styles inventories that are very useful and enjoyable for the learners. The Internet has various free inventories for learning styles and other preference assessments.

**Teaching Tip**

The Index of Learning Styles Inventory can be found on Dr. Felder's Web site: [www2.ncsu.edu/unity/lockers/users/f/felder/public/RMF.html](http://www2.ncsu.edu/unity/lockers/users/f/felder/public/RMF.html) If you and your learners have access to the Web, Dr. Felder invites everyone to take this instrument on the Web.

### Main Point 3: Index of Learning Styles:

**Dr. Richard M. Felder and Barbara A. Solomon**  
**North Carolina State University**

These two university researchers developed an instrument to assess learning preferences on four dimensions (active/reflective, sensing/intuitive, visual/verbal, sequential/global). This instrument provides you with a broader view of the style and preferences you have in learning. Let's take a quick look at what each category means.

- **Active Learners:** These learners understand and retain information better after they have done something with the information.
- **Reflective Learners:** These learners understand information best when they have time to think about it.
- **Visual Learners:** These learners are able to learn best by seeing the information. They do better with pictures, diagrams, flow charts, time lines, films, and demonstrations.
- **Verbal Learners:** These learners are able to learn best by hearing the information. They benefit from discussing the information.

- **Sensing Learners:** These learners are able to learn best when the information is presented in concrete terms, facts, data, and with detailed explanation.
- **Intuitive Learners:** These learners prefer to deal with innovation and theories. They are comfortable with abstractions, which they connect to their prior experiences and learning.
- **Sequential Learners:** These learners' preferences are to learn in a logical, orderly, and step-by-step process. They are more comfortable moving from general to detailed and complex concepts.
- **Global Learners:** These learners are able to see the “big picture” and how everything fits into the whole.

**Bottom Line:** Again, we must develop the ability to understand and use all of the styles to fit any given situation. Never limit yourself by the way information may be presented. Take the responsibility to ask questions and gain access to the information in the learning style that best fits you.

## Main Point 4: Using Learning Styles in Your Other Adult Roles

**A. Parent/Family Member Role.** You can use the learning styles inventory to help and educate your family and loved ones. By passing on this type of learning you can help people in your life understand how they learn and what strategies to use to help them learn successfully. Everyone likes to find out interesting things about themselves. What a wonderful gift for you to teach them something that can really help them in their everyday life.

**B. Worker Role.** Your ability to understand how you learn on the job could be the key to your success. You will be able to understand the training you receive from your supervisors and mentor in a new way. You will be able to ask questions that help these individuals to meet your needs for understanding. You may find that this brief lesson on learning styles is more training than other workers and supervisors have had. Your understanding and application of your learning style will be a valuable tool for your success in any career you choose.

**C. Citizen and Community Member.** Just think of all the information, direction, and instruction we participate in outside of the home and work. By having a better understanding of your learning style, you will

### Teaching Tip



This is a place to look at the EFF Role Maps (in Appendix III) to support teaching Main Point 4.

have an advantage to gather, analyze, and use information in a new way to meet your purposes. You will be amazed at how you will see things a little bit differently than your friends with what you know now.

### Teaching Tip



Methodically lead the learners through a

review of the information. Stress how this information can help the learners in other areas in their lives.

**Bottom Line:** Another important part of knowing your learning style is that you use it in the various areas, situations, and roles you fill in life. The more you use the information in this course in all areas of our life, the better we become as a person.

*You can teach your children about learning styles, so they will be more successful in school. This is one of those easy-to-do fun things that you can do with them.*

## Conclusion

**Summary:** During this lesson you discovered what your learning style is and if it fits with what you know about yourself. I would like you to tell me what you feel about that new insight and how you can use it. How can you use this information to help your family? Can you use it to help in your community?

**Re-Motivation:** By understanding yourself you become a better person and worker. You need to take action to put this new knowledge to work for you.

**Personality Activity:** Personality also has an impact on learning style. Peoples' personalities are developed through many varying experiences—family, culture, and so on. When we better understand the traits that makes up our personalities, the better we can control our attitudes, feelings, and actions. So often personality can get in the way of the learning process. (There is a simple personality activity to help students begin to discover and discuss what are the traits that make up who they are. This activity can be found at: <http://users.ren.com/zang.interport//personality.html>)

**Close:** We are all different, but by better understanding ourselves we become a better parent and family member. We also become a better worker. We become a more informed person. We identify our strengths and weaknesses as a learner, we identify strategies to use to increase our learning, and we take responsibility for our learning.